**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: \_\_\_\_\_\_\_\_\_The Chocolate Touch\_\_\_\_\_\_\_\_ TIME FRAME: \_\_\_\_\_\_\_2 weeks\_\_\_\_\_\_\_\_ TEACHER: \_Benita Arrington\_\_

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | A good book can become a good friend. It can cause us to be informed, to imagine, and to be inspired in the days to come. You never feel alone with a good book. Each time we read a good book, we become reacquainted and learn something new. Each new story will last a lifetime. | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.   Students will value evidence.   Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.   Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  **RFS5.5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **RFS5.4:** Read with sufficient accuracy and fluency to support comprehension. | | **Writing**  **W5.2b:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | **Speaking and Listening**  **SL5.1c:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | |  | | --- | |  |   **Language**  **L5.4a:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |

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| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| Why is it important to check our understanding of text? | | | Find similarities and differences in stories from various stories. | | |
| How would our reading break down if we didn’t monitor our understanding and/or cross check words? | | | Write responses to a variety of literature. | | |
| How does expanding our vocabulary improve our comprehension? | | |  | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  **Stories:**  ***The Chocolate Touch***  ***King Midas and the Golden Touch*** | **Writing Tasks**  *The Chocolate Touch*is an interesting tale of a boy who learns an important lesson. It is sometimes necessary to have difficulties before a person can learn a lesson. With two people, create a story with three characters. Give one of the characters a problem to solve that allows him or her to learn a lesson in life. Before you create your story, discuss with your partner the details of the story. An outline will be provided.  **Create Your Own Rap**  John Midas may have changed his mind about chocolate after he got his wish to have as much as he wanted and more. With a partner, make up a chocolate rap that tells how John loves chocolate and gets into trouble because of it. The rap should have at least 16 lines to tell the whole story.  **Survey of People’s Needs**  In ***The Chocolate Touch*** John felt that he needed only one thing, and Mrs. Midas felt that he needed another. Often people have different opinions about what they need or want. Teacher will give students different scenarios and they will discuss which scenarios are needs and which are wants and why they think that it is true. Students will then break off into groups and survey 10 people they know and find out what they feel that they need or want more of. They will make a chart of their answers.  **Book Report Ideas**  There are many ways to report on a book once you have finished reading it. After you have finished reading ***The Chocolate Touch***, choose one of the different ideas (provided by the teacher) to use for a report. | | **Discussion Tasks**  **Class Discussion**  Compare and contrast the two main characters from the stories, drawing on specific details from the text. The students will use the Venn Diagram for the whole-group discussion.  **Conversations**  Students will work in groups and perform the conversations that might have occurred in different situations (which will be given by the teacher). Each group will write out their conversations and act it out for the class.  **Needs and Wants**  In ***The Chocolate Touch***, John Midas is called greedy by the storekeeper. Do you think John is greedy? Students will see if they can tell the difference between real needs and ordinary wants. List 10 things that you would like to have and tell whether you think it is a want or need. Discuss with a partner which ones are things you really need and which are things you want. | | **Language/Vocabulary Tasks**  **Vocabulary Cube:** Each student will write down the vocabulary words on different squares (given by the teacher). On one side of the squares will be the vocabulary words and the other side the students will write the definitions. The squares will form a cube. In groups, the students will toss the cube to a student. Whatever word or meaning lands on the top, the student must give the meaning or word for it. Points will be given to teams that give correct answers.  **Vocabulary Floor Team Game:** Make a chart of the vocabulary words (laminate if possible). Each student will toss a bean ball onto the chart. Whatever word it lands on must be used correctly in a sentence.  **In Other Words**  To make a story more interesting, a writer might replace a frequently used word or phrase with an appropriate phrase or synonym that expresses the same idea but in other words. For example, in ***The Chocolate Touch,*** the author replaces the words “warmer than usual” with “temperature”. Students will be given a puzzle that fits together to form a picture of a famous candy. Students will cut the pieces apart and match up the words that are synonyms. After assembling the puzzle, use five of your words and their synonyms in a sentence, using the same sentence for each pair of synonyms. **Example: The sidewalk was hot. The sidewalk was sizzling.** |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
| **Teacher-made tests** | | **Center-based activities**  **Graphic Organizer (Venn Diagram)**  **Think-Pair-Share**  **Exit Tickets** | | **Teacher-made Unit test** | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study: | | | | | |
| **Cross-Curricular Activities:**   1. **Social Studies Project---**Using an encyclopedia or other nonfiction sources, research some facts about chocolate. When finished, create a time line and put on construction paper. 2. **Math-**--Bring your favorite candy bar to school. There are many other ingredients in a chocolate bar besides chocolate. Check the label and list the milk chocolate contents of the candy bar from the greatest amount to the least amount. 3. **Science-**--Nutrition is an important part of caring for yourself. Using The Food Pyramid diagram, create a menu that reflects what you think are healthful foods to eat each day. | | | | | |

**Vocabulary**

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| **Section 1 (*Chapters 1-3)***  pretending  suitable  practical  toffee  lozenges  nougat  marrons glac`es  cranium  complications  gleaming  initials  beckoning  tonic  cotton batting  revealing  marvelous  bristles  tilted  protested  marmalade | **Section 2 (*Chapters 4-6)***  devouring  slyest  snatched  gutter  triumphs  suspiciously  reluctantly  crescent  scuffling  spectacles  swiftly  accurately  signal  corridor  enamel  reproachfully  scorned  sacrifice  glee  retorted | **Section 3 (*Chapters 7-9)***  securely  spacious  quenching  appetizing  persuade  morsel  opaque  avarice  absent  auditorium  confidence  promptly  echoed  baton  solo  flustered  desperately  halted  drenched  delicate | **Section 4 (*Chapters 10-12)***  dreadful  stroll  fantasy  peered  elixir  brimful  spurted  exhaustive  lace  abruptly  rubbish  proprietor  satisfaction  interrupted  evident  acquiring  selfishness  frantically  crockery  briskly |